

# Index 2001

|                     | January  | February   | March  | April  | May  | June   |
|---------------------|--|--|--|--|--|--|
| Project and posters | <b>Project:</b> Our school<br><b>A2 poster:</b> People who work in school (big text)<br><b>A3 poster:</b> Past and present ways of communication (school office)   | <b>Project:</b> Maths is everywhere<br><b>A1 poster:</b> Spring<br><b>A3 poster:</b> Maths shapes  | <b>Project:</b> Water<br><b>A2 poster:</b> Freezing and melting (big text)<br><b>A3 poster:</b> Different forms of water   | <b>Project:</b> Japan<br><b>A1 poster:</b> Summer<br><b>A3 poster:</b> Images of Japan   | <b>Project:</b> Grammar<br><b>A2 poster:</b> Punctuation parade (big text)<br><b>A3 poster:</b> Rainbow sentences  | <b>Project:</b> Minibeasts<br><b>A2 poster:</b> Name the minibeast (big text)<br><b>A3 poster:</b> Minibeast habitats  |
| Literacy            | <b>Literacy hotline:</b> Pupils at either end of the achievement scale<br><b>Non-fiction focus:</b> Life cycle of a frog<br><b>Writing workshop:</b> Story writing (Greedy Dog)<br><b>Reception focus:</b> Role-play (Renoir's painting <i>The Umbrellas</i> ) | <b>Literacy hotline:</b> Handwriting<br><b>Non-fiction focus:</b> Mr Men marathon<br><b>Writing workshop:</b> Non-chronological report (elephants)<br><b>Reception focus:</b> Role-play ( <i>Farmer Duck</i> ) | <b>Literacy hotline:</b> Bilingual learners<br><b>Writing workshop:</b> Connectives<br><b>Non-fiction focus:</b> Note-taking<br><b>Reception focus:</b> Role-play ( <i>I Want My Potty</i> )           | <b>Literacy hotline:</b> Early intervention project<br><b>Writing workshop:</b> Poem ( <i>Cows Moo, Cars Toot</i> )<br><b>Good ways:</b> Carpet tiles<br><b>Poetry:</b> Rhymes for a reason<br><b>Reception focus:</b> Role-play ( <i>Jack and the Beanstalk</i> ) | <b>Literacy hotline:</b> Phonics<br><b>Writing workshop:</b> Life cycle of a butterfly<br><b>Spelling:</b> Spelling strategies<br><b>Reception focus:</b> Role-play ( <i>Oi, Get Off Our Train!</i> )  | <b>Literacy hotline:</b> Y2 phonics<br><b>Writing workshop:</b> Recount texts (letter to Gran)<br><b>Spelling:</b> Supportive strategies<br><b>Reception focus:</b> Role-play ( <i>Where the Wild Things Are</i> ) |
| Numeracy            | <b>Numeracy basics:</b> Number patterns<br><b>Reception focus:</b> Planning and timing<br><b>Numeracy Hour:</b> Ordinal numbers (races)<br><b>Maths days:</b> Organising a theme day<br><b>Maths game:</b> Chinese dragons                                     | <b>Numeracy basics:</b> Assessment<br><b>Reception focus:</b> Classroom assistants<br><b>Numeracy Hour:</b> Measuring skills (acrobats)<br><b>Good ways:</b> Number mats<br><b>Maths game:</b> School journey  | <b>Maths box magic:</b> Frog boxes<br><b>Maths days:</b> Time<br><b>Numeracy Hour:</b> Multiplication (shopping list)<br><b>Reception focus:</b> Independent learning<br><b>Maths game:</b> Easter egg | <b>Maths skills:</b> Rulers<br><b>Maths box magic:</b> Egg boxes<br><b>Good ways:</b> Counting sticks<br><b>Numeracy Hour:</b> Problem-solving (bus stop)<br><b>Reception focus:</b> Salt dough activities<br><b>Maths game:</b> Balloon race                      | <b>Maths skills:</b> Number lines (1)<br><b>Maths box magic:</b> Bear boxes<br><b>Maths days:</b> Shape<br><b>Numeracy Hour:</b> Mental calculations (number square)<br><b>Reception focus:</b> Trouble-shooting<br><b>Maths game:</b> Dodgem ride | <b>Maths skills:</b> Number lines (2)<br><b>Maths box magic:</b> Spot boxes<br><b>Good ways:</b> Counting games<br><b>Numeracy Hour:</b> Counting on (rabbit game)<br><b>Maths game:</b> Path to the beach         |
| Foundation subjects | <b>Arts workshop:</b> <i>The Rainbow Fish</i><br><b>RE:</b> Eid-ul-Fitr<br><b>ICT:</b> Grandad's Animal Book   | <b>Arts workshop:</b> Aboriginal dot paintings<br><b>RE:</b> Lent<br><b>ICT:</b> Billy Bear's Playground   | <b>Arts workshop:</b> Stitching skills<br><b>RE:</b> Cycles of renewal   | <b>History:</b> Using artefacts<br><b>RE:</b> Easter<br><b>ICT:</b> Maths Magnet<br>Meenie Minus   | <b>Science:</b> Coordinators (special pull-out feature)<br><b>RE:</b> Christian Aid week<br><b>ICT:</b> Shape  | <b>ICT:</b> Initial letter sounds<br><b>RE:</b> Shavuot  |
| Reports             | <b>National Science Week</b><br><b>Funds for schools:</b> Mr Men & Little Miss appeal<br><b>Book reviews:</b> Teachers' books  | <b>Book reviews:</b> Focus on diversity<br><b>Report:</b> Welcoming supply teachers into your school   | <b>Book reviews:</b> Best books (spring)<br><b>Report:</b> Making time for reflection  | <b>Report:</b> Teaching workload (reader letters)<br><b>Behaviour management:</b> Whole-school plans   | <b>Report:</b> Teaching workload (election special)<br><b>Behaviour management:</b> Coping with disruptive behaviour   | <b>Book reviews:</b> Best books (summer)<br><b>Behaviour management:</b> ADHD<br><b>Report:</b> Positive play<br><b>Free teaching resources</b>  |

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## January 2001 to December 2001

|                            | July  | August   | September  | October  | November   | December   |
|----------------------------|---|--|--|--|--|--|
| <b>Project and posters</b> | <b>Project:</b> Farming and the countryside<br><b>A2 poster:</b> What do we get from a farm?<br><b>A3 poster:</b> Farmyard homes  | <b>Project:</b> Our computer<br><b>A2 poster:</b> E-mail message (big text)<br><b>A3 poster:</b> Labelled computer   | <b>Project:</b> Baboushka play<br><b>A2 poster:</b> Baboushka storyboard<br><b>A3 poster:</b> The five senses  | <b>Project:</b> An island home<br><b>A2 poster:</b> Island mission (big text)<br><b>A3 poster:</b> Remembrance Day   | <b>Project:</b> The oak tree<br><b>A2 poster:</b> Life in and around an oak tree<br><b>A3 poster:</b> Town/country oak tree scene  | <b>Project:</b> Night and day<br><b>A1 poster:</b> Winter<br><b>A3 poster:</b> Cinderella storyboard   |
| <b>Literacy</b>            | <b>Literacy hotline:</b> Speaking & listening<br><b>Writing workshop:</b> Fantasy stories<br><b>Spelling:</b> Puzzles and games<br><b>Reception focus:</b> Role-play with food            | <b>Literacy hotline:</b> Emergent writers<br><b>Speaking &amp; listening:</b> <i>Owl Babies</i><br><b>Writing workshop:</b> Report writing ( <i>Zingo's zoo</i> )<br><b>Reception focus:</b> Outdoors literacy ( <i>In Wibbly's Garden</i> ) | <b>Writing across the curriculum:</b> Recount ( <i>Tom Bowker's Eve</i> )<br><b>Reception focus:</b> Role-play ( <i>Would You Rather?</i> )<br><b>Imaginative story:</b> The bump in the floor<br><b>Speaking &amp; listening:</b> Night creatures | <b>Writing across the curriculum:</b> Instructions (flow charts)<br><b>Reception focus:</b> Role-play ( <i>We're Going on a Bear Hunt</i> )<br><b>Imaginative story:</b> Creating own books<br><b>Speaking &amp; listening:</b> Facts about fish | <b>Writing across the curriculum:</b> Report writing (skeleton frameworks)<br><b>Reception focus:</b> Role-play ( <i>Walter's Wand</i> )<br><b>Imaginative story:</b> Sensory poem<br><b>Speaking &amp; listening:</b> Character discussions | <b>Writing across the curriculum:</b> Adapting language style to suit audience<br><b>Reception focus:</b> Role-play ( <i>Tidy Titch</i> )<br><b>Imaginative story:</b> Freddy's Football storyboard<br><b>Speaking &amp; listening:</b> Animal diary |
| <b>Numeracy</b>            | <b>Maths skills:</b> Number lines (3)<br><b>Maths box magic:</b> Cookie boxes<br><b>Numeracy Hour:</b> Money (toy shop)<br><b>Maths game:</b> Penalty shootout<br><b>Maths days:</b> Play | <b>Maths skills:</b> 2-D shapes<br><b>Maths box magic:</b> Hedgehog boxes<br><b>Maths lesson:</b> Magic square<br><b>Maths game:</b> Numbers to 20 (ladybird race)   | <b>Reception focus:</b> Shape/sorting games<br><b>Maths lesson:</b> Nim game<br><b>Good ways:</b> Dice<br><b>Maths game:</b> Caterpillar game  | <b>Reception focus:</b> Maths play areas<br><b>Maths lesson:</b> Triangular shapes<br><b>Maths sets:</b> Storybook sums<br><b>Maths game:</b> Island-hopping game  | <b>Reception focus:</b> Number props<br><b>Maths lesson:</b> 100-square jigsaw numbers<br><b>Maths sets:</b> Using patterned socks as maths props<br><b>Maths game:</b> Acorn game   | <b>Reception focus:</b> Number lines<br><b>Together for maths:</b> Teaching assistants (1)<br><b>Maths game:</b> 24-hour clock game<br><b>Maths days:</b> Money  |
| <b>Foundation subjects</b> | <b>RE:</b> Life changes<br><b>Science:</b> Explaining processes<br><b>ICT:</b> Story writing<br><b>D&amp;T:</b> Illustrating stories and rhymes   | <b>ICT:</b> Planning and acquiring ICT systems<br><b>Science:</b> What makes a young scientist? (1)<br><b>RE:</b> Krishna Janmashtami  | <b>Science:</b> What makes a young scientist? (2)<br><b>Extensions:</b> Core subject workcards for KS1+<br><b>Cross-curricular ICT:</b> The Internet<br><b>D&amp;T:</b> Making puppet characters   | <b>Science:</b> What makes a young scientist? (3)<br><b>Extensions:</b> Workcards for KS1+<br><b>Cross-curricular ICT:</b> Geography links via e-mail  | <b>Science:</b> What makes a young scientist? (4)<br><b>Extensions:</b> Workcards for KS1+<br><b>History:</b> Nursery rhymes<br><b>Cross-curricular ICT:</b> Science (pictograms)<br><b>ICT:</b> Shape and space                             | <b>Science:</b> Water<br><b>Extensions:</b> Workcards for KS1+<br><b>Cross-curricular ICT:</b> Music programs<br><b>ICT:</b> Linking sentences<br><b>D&amp;T:</b> Making story settings  |
| <b>Reports</b>             | <b>Behaviour management:</b> Dealing with extreme behaviour problems  | <b>Book reviews:</b> Teachers' bookshelf<br><b>Report:</b> Classroom introductions<br><b>Topic index:</b> 1999-2001  | <b>Autistic Spectrum Disorders:</b> Contact addresses and resources  | <b>Book review:</b> Rigby's <i>Y2 Numeracy Focus</i><br><b>Report:</b> Breaking the ice in Reception year<br><b>Visual impairments:</b> Contact addresses and resources  | <b>Book review:</b> Teachers' bookshelf<br><b>Hearing impairments:</b> Contact addresses and resources   | <b>School fundraising:</b> Contact addresses and resources   |